

APPENDIX A
Workshop Agenda

Thursday, April 25

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| 8:00 - 8:45 | Informal Networking |
| 8:45 - 9:00 | Introduction to the Workshop—Dr. Elmima Johnson, Senior Staff Associate, Education & Human Resources (EHR), NSF

Welcome — Harry McCabe, Native American Elder |
| 9:00 - 9:10 | Greetings—Dr. Eric Hamilton, Interim Division Director, Research, Evaluation and Communication (REC), EHR/NSF |
| 9:10 - 9:20 | Building Capacity for Educational Evaluation—Dr. Conrad Katzenmeyer, Senior Program Director, REC, EHR/NSF |
| 9:20 - 9:30 | EHR Education Programs for Rural Populations – Dr. Anselm Davis, Program Director, Rural Systemic Initiative |
| 9:30 - 9:45 | Remarks — Dr. Judith Ramaley, Assistant Director, EHR/NSF |
| 9:45 - 10:30 | Session 1: Evaluation Issues Relating to the Academic Achievement of Native American Students

Chair: Ms. Cathie Martin

Presenters:
Dr. Eric Jolly
Dr. Rosemary Christensen

Discussant: Dr. Grayson Noley

Guiding Question:

<ul style="list-style-type: none"> • The issue of the assessment of culturally diverse populations must be considered when promoting culturally sensitive evaluation. What are the specific evaluation issues relating to the academic achievement of Native American students? The discussion will highlight contextual factors, including rural vs. urban settings, approaches to high-stakes testing, test bias, test examinee preparation and best practices. |
| 10:30 - 10:45 | Break |
| 10:45 - 11:40 | Continue Session 1 |
| 11:40 - 12:00 | Emergent Issues—Discussants |

12:00 - 2:00

Session 2: Resource Organizations and Programs

Informal presentations of federal agency programs (ED, BIA, NIH, NSF) and National association activities (AISES, SACNAS, NIEA, AIHEC); resource materials available (Working Lunch)

2:00 - 3:45

Session 3: Education/Training Opportunities for Native American Evaluators

Chair: Dr. Clifton Poodry

Presenters:

Ms. Christine Chee

Dr. David Beaulieu

Discussant: Dr. Craig Love

Guiding Questions:

- What mechanisms are available to identify the current population of Native American evaluators?
- Does this population have specific education/training needs? If so, how do we meet them? The discussion will highlight current training activities, and how to build capacity of Native American evaluators within the education community.

3:45 - 4:00

Break

4:00 - 4:30

Emergent Issues—Discussant

Friday, April 26

8:30 - 9:00

Informal Networking

9:00 - 10:30

Session 4: Developing, Maintaining and Expanding a Network of Native American Evaluators

Breakout Groups/Guiding Questions:

1. Training: Future needs

Facilitator: Dr. Tim Begaye

- What mechanisms are available to identify the current population of Native American evaluators?
- As the demand for evaluation increases, how can participants work together to address the need for preparing evaluators with the appropriate knowledge and skills?

2. Networking: How to develop a line of communication

Facilitator: Dr. Joan LaFrance

- What services are currently available to support the development of a network of evaluators for on-going communication?

3. Dissemination of information about training, relevant evaluations and pertinent literature

Facilitator: Dr. Joan Esnayra

- In what ways can participants use their organizations, networks and connections to disseminate information that will help to expand awareness of needs, strategies and programs, i.e., establishment of a database?

10:30 - 10:45	Break
10:45 - 12:00	Continue Session 4
12:00 - 1:30	Lunch (on your own)
1:30 - 3:00	Recommendations from subgroups
3:00 - 3:30	Closing—Dr. Elmima Johnson; Harry McCabe, Native American Elder

APPENDIX B
Invited Participants

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APPENDIX C
Biographies of Invited Participants

PAT ABEYTA, Ed.D.

Bureau of Indian Affairs/Office of Indian Education Programs

Dr. Pat Abeyta works for the Bureau of Indian Affairs, Office of Indian Education Programs as an Education Specialist. Her current assignment is with the Center for School Improvement, the office that is responsible for the implementation of policies, plans, regulations and guidelines for all BIA funded schools across the nation. She brings to this position over thirty years of working with Native American students as a teacher, as an educational diagnostician, as an administrator and as an instructor at colleges serving Native American students preparing to enter the field of education. She is and has been involved in Native American student assessments including individual diagnostic evaluations and in interpreting school-wide assessments.

Dr. Abeyta earned her Ed.D. in Educational Leadership with a focus on School Reform, and she has a Master's Degree in Educational Administration and a B.S. in Psychology and Biology.

DAVID BEAULIEU, Ph.D.
University of Wisconsin, Milwaukee

Dr. David Beaulieu, the former director of the U.S. Department of Education's Office of Indian Education, is the first Electa Quinney Professor of American Indian Education in the University of Wisconsin-Milwaukee's School of Education. He is a professor in the Department of Educational Policy and Community Studies.

The position, the School of Education's first endowed professorship, is funded through a \$1 million gift from the Milwaukee Indian Community School. It honors pioneering educator Electa Quinney, recognized as Wisconsin's first "public school" teacher. She taught American Indian and white children at a tuition-free school, which opened in 1828 at a Presbyterian mission in Kaukauna.

Dr. Beaulieu, an enrolled member of the Minnesota Chippewa Tribe, White Earth Reservation, was director of the U.S. Department of Education's Office of Indian Education from 1997 to 2001. The department's programs serve 500,000 American Indian learners in 1300 state public school districts and schools operated by tribal governments and the Bureau of Indian Affairs. His work at the Department of Education focused significantly on the development and implementation of the Executive Order on the Education of the American Indian and Alaska Native signed by President Clinton August 1998.

Before becoming director of the Office of Indian Education, Dr. Beaulieu served as The Commissioner of the Minnesota Department of Human Rights from 1991-1996, and was the first American Indian to be appointed as a commissioner in state government. Dr. Beaulieu, who earned his doctorate in education administration from the University of Minnesota, served on the Indian Nations at Risk Task Force, and has written extensively about Indian education.

Dr. Beaulieu has held faculty positions at Moorhead State University, the University of Illinois, Chicago and the University of Minnesota, where he was an Associate Professor and Chairman of the Department of American Indian Studies. He was also Vice President of Sintè Gleska College, Rosebud, South Dakota, which is the first tribally chartered Indian-controlled college to achieve accreditation at the Bachelor and Master Degree granting level. In 1993, he was elected to a three-year term and appointed to a fourth-year term as a member of the National Governing Board of Common Cause, a national lobbying organization that seeks to make government more responsive to the needs of all people. He is a former member of the National Governing Board for the University of Minnesota Alumni Association and has served as a member of the Board of Directors of the St. Paul Foundation, The Minnesota Foundation and The St. Paul Public Education Fund.

TIM BEGAYE, M.A.*Malcolm Weiner Center for Social Policy*

Tim Begaye (Navajo) is from Tse' Dildooh'ii' (Hardrock), Navajo Nation, Arizona. He is a research associate with the Harvard Project on American Indian Economic Development and is a Teaching Fellow at the John F. Kennedy School of Government. He has a Master's degree in education with a specific focus on Teaching and Curriculum and another Master's degree in Administration, both from Harvard University. He is completing his dissertation at Harvard University Graduate School of Education on how education leaders define and implement leadership concepts in American Indian communities.

Mr. Begaye has researched the concept of leadership in several contexts: education, business and government. His current research focuses on conflict, adaptation and leadership in the context of current educational leaders. His research interest is in Native leadership issues in several settings: business, government and education.

Mr. Begaye is formerly a high school math and social science teacher. He has coached high school basketball and tennis, and directed a multicultural education program in New Hampshire. Mr. Begaye served as director of a department responsible for providing technical assistance to schools on the Navajo reservation that serve approximately 80,000 Navajo children. His department provided assistance to schools preparing applications for federal grants such as Goals 2000, including the Navajo Nation's own massive efforts to convert BIA schools to grant and contract schools.

Mr. Begaye served on the Editorial Board of the Harvard Educational Review and as a member of the Harvard Evaluation and Research Team for the Annenberg Foundation. He serves as a member of the board of directors of the North American Indian Center of Boston and the National Indian Education Association in Washington D.C. He teaches at the John F. Kennedy School of Government.

EVERETT F. CHAVEZ*American Indian Science and Engineering Society*

Everett F. Chavez, a tribal member of Santo Domingo Pueblo, is the Executive Director for AISES. Everett is a graduate of Chicago's DeVry Institute of Technology and the University of New Mexico in Electronics and Electrical Engineering, respectively. Mr. Chavez has also served two terms within his tribal government. Briefly, he has worked for IBM, Digital Equipment Corporation, Tooh Dineh Industries, the All Indian Pueblo Council and the Intertribal Council of Arizona in various technical and managerial positions. He has been a member of AISES since 1985 and is a very proud product of AISES. With 27 years of combined work experience, Mr. Chavez brings to AISES a broad range of knowledge and experience from the tribal, corporate and federal non-profit sectors.

On a more personal note, Mr. Chavez strongly believes that the tribal community's greatest resource is its people, young and old, and that tribal human resources must be developed in parallel to all other tribal resource development efforts. By educating themselves, tribal people can meet the technical and social challenges of the future with vigor, but also further ensure that cultural considerations and wisdom are contained in all tribal decisions. He considers it an absolute honor to be a part of AISES and to be able to give back to the tribal community. Mr. Chavez also feels that AISES has been and continues to be instrumental to the success of many professional lives, and is truly at the forefront in developing future leaders.

CHRISTINE L. CHEE, M.C.

Arizona State University

Christine L. Chee was born in Tuba City, Arizona, located on the Diné (Navajo) Nation, in 1975. She is a member of the Diné Nation with Zuni Edgewater as her maternal clan and Towering House as her paternal clan. She was raised in a culture where traditional heritages are still practiced and considers herself bicultural. She earned her Bachelor of Arts degree in Psychology from the University of Arizona in 1997. She began the Master's of Counseling program at Arizona State University in the fall of 1998. For the past three years, she has worked as the Relevance of Culture in Evaluation Workshop organizer's graduate assistant. She completed the Master's of Counseling Degree in May 2002, and she was admitted to the doctoral program in Counseling Psychology beginning fall 2002.

ROSEMARY ACKLEY CHRISTENSEN, Ph.D.*University of Wisconsin, Green Bay*

Dr. Rosemary Ackley Christensen teaches at the University of Wisconsin, Green Bay. Born on the Bad River Reservation in Wisconsin in 1939, she received her Master's degree (Ed.M.) from Harvard University in 1971, completed the Ph.D. course work for Educational Administration at the University of Minnesota, later re-entered the University of Minnesota as a cohort member of the Leadership Academy and completed the course work and doctoral work for a Ed.D. in 1999. Her dissertation is entitled: *Anishinaabe medicine wheel leadership: The work of Dave F. Courchene, Jr.*

In addition to teaching, Dr. Christensen has had lengthy experience as an administrator, curriculum developer, planner, writer, researcher and Indian education advocate. She is a founding member of the National Indian Education Association, and in recent years worked with the Ojibwe language, writing and producing 5 units for family use. She is interested in and works with school districts in achievement gap activities, presently working with the Green Bay school district on planning a longitudinal study. Presently Dr. Christensen is working on writing a model promoting an American Indian learning and teaching style centered on core American Indian values and elder epistemology.

PAMELA DeRENSIS

White House Initiative on Tribal Colleges and Universities

Pamela DeRensis is the Deputy Director of the White House Initiative on Tribal Colleges and Universities, U.S. Department of Education. In this role, she provides support to the Director in advocating, facilitating and guiding the implementation of the Executive Order on Tribal Colleges and Universities.

Ms. DeRensis, a member of the Lumbee Tribe of North Carolina, has extensive experience serving as liaison in Indian Affairs both with the federal government at the Departments of Energy and Labor, and with the North Carolina Commission of Indian Affairs, where she began her career.

Ms. DeRensis earned a Bachelor of Arts Degree from the University of North Carolina at Pembroke, and studied Public Health Education at the University of North Carolina at Chapel Hill. She makes her home in Virginia.

RICHARD DURÁN, Ph.D. (Expert Panel Member)*University of California, Santa Barbara*

Dr. Richard Durán's interests center on human activity and the construction of cognition and culture through social processes. He focuses programmatically at present on ways that technology mediates cultural and social practices of learning and communication with an emphasis on immigrant Latino adults and children in school and after-school settings. In his program, the term "literacy" is not restricted to reading and writing and their enactment. More broadly from a cultural historical and critical pedagogy perspective, he is interested in how persons "read" and "write" their worlds and themselves in their daily practices and in their efforts to become competent participants in community and other social institutions. This includes reading and writing in their more restricted sense. In recent times Dr. Durán's empirical research has examined ways that teachers and students take up technology as a learning tool, children's literacy learning in after-school computer clubs, and immigrant parents and children using technology to learn and do desk-top publishing. In addition, he is actively involved in assessment policy analysis and reform at the state and national levels with special attention to the education of English language learners.

Some Recent Relevant Publications:

Durán, R. P. (2002). Technology, Education, and At Risk Students. In Stringfield, S. & Land, D. (Eds.) *Educating At Risk Students*. National Society for the Study of Education. Chicago: University of Chicago Press.

Durán, R. P., Durán, J., Perry-Romero, D. & Sanchez, E. (2001). Latino immigrant parents and children learning and publishing together in an after-school setting. *Journal of Education for Students Placed At-Risk*.

Durán, R. P. (2000). *Implications of Electronic Technology for the NAEP Assessment*. Palo Alto: American Institutes for Research, NAEP Validity Studies Panel.

Vásquez, O. & Durán, R. (2000) La Clase Mágica and El Club Proteo: Multiple literacies in new community contexts. In G. Gallego & S. Hollingsworth (Eds.) *Challenging a single standard: Perspectives on multiple literacies*. New York: Cambridge University Press

Putney, L., Greene, J., Dixon, C., Durán, R., Floriani, A., & Yeager, B. (2000) Consequential progressions: Exploring collective-individual development in a bilingual classroom. In C. Lee & P. Smagorinsky (Eds.) *Vygotskian perspectives on literacy research*. New York: Cambridge University press.

Durán, R. P. (1998). Learning and technology: Implications for culturally responsive instructional activity and models of achievement. *Journal of Negro Education*, 67, 220-227.

LORRAINE P. EDMO, MPA*American Indian Education Foundation*

Lorraine Edmo, a member of the Shoshone-Bannock Tribes, Inc., was hired in May 2002 to direct the American Indian Education Foundation, a federally chartered, non-profit foundation, which was created in December 2000 under Title XIII, of the Omnibus Indian Advancement Act, P. L. 106-568. The purpose of the foundation is to promote and support educational opportunities for children enrolled in the 185 schools funded by the Bureau of Indian Affairs. Ms. Edmo has an extensive background in education that includes direction of two national Indian non-profit organizations and work on implementation of Executive Order 13096 on Indian Education at the U. S. Department of Education. At the Education Department, Ms. Edmo was a member of the Office of Indian Education management team where her duties included coordination of research and policy issues related to the education of American Indians and Alaska Natives. She served as a member of the Education Department's Research Working Group and assisted in planning and coordinating the first national research conference on Indian Education in June 2000. Ms. Edmo also served as the principal staff coordinator for the National Advisory Council on Indian Education (NACIE), a council that advises the Department on all Indian education issues.

From 1993 to 1999, Ms. Edmo directed the National Indian Education Association (NIEA) located in Alexandria, VA where she worked with a 12-member board of directors and coordinated the organization's annual convention that draws more than 3,000 educators every year. While at NIEA, Ms. Edmo worked in cooperation with the National Council of American Indians (NACI) and other Indian educators to secure Executive Order 13096 on American Indian and Alaska Native Education that was signed by President Clinton in August 1998. Ms. Edmo's management experience also includes nine years as Executive Director of the American Indian Graduate Center (AIGC) in Albuquerque, NM. AIGC provides graduate scholarship assistance to Indian and Alaska Native graduate students nationwide. An all-Indian board of directors governs AIGC. Her background also includes work at two other non-profit organizations and a brief stint at the Administration for Native Americans in the Department of Health and Human Services.

Ms. Edmo has a Master's Degree from the University of New Mexico in Public Administration and a Bachelors Degree from the University of Montana, Missoula.

ANYA DOZIER ENOS, Ph.D.*Santa Fe Indian School*

Dr. Anya Dozier Enos is a member of the Pueblo of Santa Clara and the parent of two teenaged children, Lisa and Pasquala. Tribal affiliation and parenthood keep present the importance of quality Indian education, which is her professional focus.

Dr. Enos received her Ph.D. in educational psychology, with a focus on sociocultural studies, from the University of Illinois at Urbana-Champaign in 1998. Her advisor and mentor was Alan Peshkin, a pioneer of qualitative research in educational settings. She holds a Master's in liberal arts from St. John's College in Santa Fe, NM.

For the past twelve years, Dr. Enos has worked in several capacities at Santa Fe Indian School: teacher, pregnancy prevention coordinator, parent coordinator and senior researcher. In her current role as senior researcher, she works in the innovative Circles of Wisdom program. This program is based on Santa Fe Indian School's Community Based Education (CBE) Model, a model that has demonstrated the effectiveness of community-based education in motivating high school students and Pueblo communities to learn and teach academic subject matter in conjunction with school curriculum that meets state standards. One goal of the research is to identify and use research practices that are acceptable and useful in Pueblo Indian communities. Another goal is to identify community, educator and student definitions and understandings of the grassroots movement of CBE. She is also a co-principal investigator for a National Science Foundation teacher enhancement grant, which will incorporate CBE approaches to teaching math and science.

Dr. Enos has taught a variety of courses in education and research in local colleges and universities. For the past six years, she has been adjunct faculty at the College of Santa Fe, where she teaches courses in the Master's of Education for At-Risk Youth program. She has presented papers about CBE at several conferences, including the American Educational Research Association annual meetings and the National Indian Education Association's annual conferences. Her most recent publication is a chapter on Pueblo research methodology in *Multiple and Intersecting Identities in Qualitative Research* by Betty Merchant and Arlette Willis.

Living in her home community of Santa Clara allows Dr. Enos to participate as wife, mother, sister, aunt and community member in traditional activities, as well as serving on local committees and boards. These experiences reinforce her desire to assure research is appropriately practiced and is useful in community settings.

JOAN ESNAYRA, Ph.D.
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Dr. Joan Esnayra (Yaqui) is a Program Officer at the National Academies of Science, in Washington, DC. Currently, she is Study Director for a large-scale evaluation of the extramural NIH minority research training programs. This thirty year retrospective study will examine trainee outcomes and other indices of program performance along the research education and training pipeline. Prior to this, she co-directed an Academies study to comprehensively evaluate NASA's Astrobiology Research Program. In addition, Dr. Esnayra worked on an Academies study of the policy issues relevant to Human Reproductive Cloning. She also worked on a study that examines the Organizational Structure of the National Institutes of Health (NIH). She has organized workshops on Genetically Modified Crops, Techniques in Life Detection, and the future of Bioinformatics. Prior to joining the Academies in 1999, Dr. Esnayra was a member of the California State Office of AIDS Multicultural Liaison Board for six years. In this capacity, she and her colleagues convened public hearings throughout the state, in an attempt to identify socioeconomic and cultural barriers to HIV prevention education services in California's diverse communities of color.

Dr. Esnayra earned her Ph.D. in Biology from the University of California San Diego in 1999. The focus of her doctoral research was genetics and genetics policy. Her baccalaureate degree in Philosophy was awarded in 1991, from the University of Washington, in Seattle. Dr. Esnayra currently serves on the Board of Directors for the Society for the Advancement of Chicanos and Native Americans in Science (SACNAS). She is also Vice-President of the Washington, D.C. Professional Chapter of the American Indian Science and Engineering Society (AISES). She is a nationally known disability advocate. Dr. Esnayra publishes and gives public lectures on the use of assistance dogs by individuals living with mental health disabilities. She is Chairman of the Board for a newly established nonprofit organization called The Psychiatric Service Dog Society, based in Arlington, Virginia.

SUSAN C. FAIRCLOTH, Ph.D.

American Indian Higher Education Consortium

Dr. Susan Faircloth is the Director of Policy Analysis and Research with the American Indian Higher Education Consortium located in Alexandria, Virginia. The consortium serves 32 of the nation's tribal colleges and universities. Dr. Faircloth is an enrolled member of the Coharie Tribe.

In December 2000, Dr. Faircloth earned a Ph.D. in Educational Administration with a concentration in Special Education, from Pennsylvania State University where she was a member of the American Indian Leadership Program. Dr. Faircloth is also a 1996 graduate of Penn State's American Indian Special Education Teacher Training Program where she earned a Master's Degree in Special Education. She also holds an undergraduate degree in History from Appalachian State University.

Dr. Faircloth's professional experiences in Indian Education include working with a National Indian School Board Association's project entitled, *Creating Sacred Places for Children: Improving Indian Schools for the 21st Century*; serving as a special assistant to the Director of the American Indian Leadership Program at Pennsylvania State; reviewing grants for the Office of Indian Education Programs and the Office of Educational Research and Improvement; and working with a Title IX Indian Education Program in a large, urban school system. Additional professional experiences include: secondary school special education teacher and academic skills coordinator for a student support services program in a North Carolina Community College.

Dr. Faircloth has been an active member of such professional organizations as the National Indian Education Association, the University Council for Educational Administration, the Council for Exceptional Children, and the American Educational Research Association.

Dr. Faircloth's primary research interests include professional development, particularly in the area of special education, for teachers and administrators; and the education of culturally and linguistically diverse students with disabilities, with a special emphasis on American Indian and Alaska Native students.

GERUNDA B. HUGHES, Ph.D. (Expert Panel Member)*Howard University*

Dr. Gerunda Hughes is currently an Associate Professor in the Department of Curriculum and Instruction at Howard University. She is Co-Principal Investigator for the Assessment and Evaluations Innovations Project, Center for Research on the Education of Students Placed at Risk (CRESPAR). From 1995 to the present, she has been a member of the National Assessment of Educational Progress (NAEP) Validity Studies Panel for the American Institutes for Research. Dr. Hughes is Co-Editor-in-Chief of the *Journal of Negro Education*, a scholar-refereed publication published by Howard University Press.

Recent research has included: Broadening the Scope of Assessment in Schools (CRESPAR); Assessment in the Context of Culture and Pedagogy: A Working Conference (Spencer Foundation); and Developing and Evaluating Performance Assessment for College and Pre-College Mathematics (National Science Foundation). Dr. Hughes has a Ph.D. in Educational Psychology from Howard University and an M.A. in Mathematics from the University of Maryland.

ERIC J. JOLLY, Ph.D.*Education Development Center*

Dr. Eric J. Jolly is a Vice President and Senior Scientist at the Education Development Center, a not-for-profit research and development think-tank which operates projects in more than 20 countries and 500 communities within the United States. He is a member of numerous honor societies including Sigma Xi, Phi Eta Sigma, Mortarboard and Golden Key. Dr. Jolly is a senior fellow for the UCLA School of Public Policy and has also been a Kellogg National Leadership Fellow and an Osher Fellow for the Exploratorium of San Francisco. He is the former Assistant to the Chancellor at the University of Nebraska having previously served in leadership capacities at universities around the country including posts of department chair, acting dean for education and associate dean of arts and sciences. He is fluent in several languages including sign languages.

An active scholar, Dr. Jolly has published many scholarly articles, books and book chapters and lectured throughout the world. His most recent book, *"Bridging Homes and Schools,"* is a comprehensive resource for helping teachers reach out to, and engage, the families of both English-speaking and Limited English Proficiency students. He is the co-author of the acclaimed curriculum, *"Beyond Blame: Reacting to the Terrorist Attack."*

Dr. Jolly is a frequent trainer, advisor and keynote speaker for a wide range of educational and scientific organizations. He has recently worked with such diverse organizations as: National Science Teachers Association, National Council for Teachers of Mathematics, International Teaching for Intelligence Conference, Association of Science Teacher Educators, Association of Science and Technology Centers, Brazilian Education Ministry and the Society of Nutrition Science Education. He also serves as a science education consultant with several organizations including the American Association for the Advancement of Science and Youth Alive!

Dr. Jolly is currently an evaluation consultant to science education reform projects at ten tribal colleges and also serves on the board of the Putumayo Foundation. His past service to the Native community includes terms on the boards of the Nebraska (Lincoln) Indian Center and Rhode Island Indian Council, which he chaired. He is also recognized as a traditional storyteller and fiber artist. His work has been exhibited throughout the nation and his pieces are part of several important private and public collections including the Swope Museum and Gallery, the Smithsonian Institution and the Quisenberry Collection.

Dr. Jolly has continued to bring his interest in social problems to bear on issues outside the traditional university setting. He has authored two widely read newspaper columns; hosted national radio call-in programs for AIROS and NPR; founded the National Institute for Affirmative Action and serves on numerous national and community advisory boards including the Committee on Opportunities in Science (as chair) and the National Task Force on Technology and Disability (as co-chair).

JASON J. KIM, Ph.D. (Expert Panel Member)
Systemic Research, Inc

Dr. Jason Kim has been involved in educational reform programs and research for K-12 and post-secondary levels in various capacities since 1993. During the last 5 years, Dr. Kim has been Principal Investigator of an NSF project entitled, "Implementation of Conceptual and Operational Framework for Model Institutions for Excellence (MIE) Evaluation Design and Technical Assistance." He is also leading the current Historically Black College and University Undergraduate Program (HBCU-UP) project for development and implementation of a progress indicator system. Recently he served as a member of the National Advisory Panel for NASA's Office of Equal Opportunity's (OEO) Minority University Research and Education Program (MUREP).

As Principal Investigator, Dr. Kim has also been leading three large-scale, long-term evaluative studies for NSF's Urban Systemic Initiative (USI), Comprehensive Partnerships for Mathematics and Science Achievement (CPMSA) and Rural Systemic Initiative (RSI) programs. One of the USI Evaluative Study Reports, *Academic Excellence for All Urban Students*, was released in June 2001 through a NSF-sponsored Internet news conference.

Dr. Kim has designed, developed and implemented numerous evaluation and assessment instruments sponsored by federal or state governments for K-12 and college level programs. He has published numerous papers and provided workshops and consultations in the area of educational evaluation and assessment and information management systems and technologies. Dr. Kim founded Systemic Research, Inc. in 1995 to provide expertise in educational evaluation/information management systems. Prior to founding Systemic Research, he was a faculty member for ten years in the College of Engineering of Northeastern University, Boston.

JOAN LAFRANCE, Ed.D.*Mekinak Consulting*

Dr. Joan LaFrance is owner of Mekinak Consulting, a management and evaluation service specializing in projects for Indian tribes and organizations. She is a Strategic Advisor (part-time) for the City of Seattle's Performance Resource Group which is involved in government improvement efforts such as performance measures, surveys of city residents and businesses, organizational research and organizational development. She has had experience in teaching research and evaluation methods, municipal budgeting, program development and management and curriculum development. Dr. LaFrance's former employers include: University of Western Washington; City of Seattle Office of Management and Budget; United Indians of All Tribes Foundation; and Seattle Public Schools, Seattle Indian Center.

Dr. LaFrance's evaluation experience includes: American Cancer Society programs in Indian country, National Science Foundation Grants to Northwest Indian College; FIPSE Grant to Northwest Indian College; Even Start programs at Lummi Nation and Makah Tribe; American Friends Service Committee; evaluation consultant for Indian Education Evaluation and Resource Center III; Evaluator for Project Ideal, Indian Teacher Training Program at University of North Dakota

Education

Harvard University, Ed.D. in Administration, Planning and Social Policy, November 1990. Areas of Concentration: Evaluation Research and Organizational Theory and Behavior. Dissertation: "Redefining American Indian Education: Evaluation Issues in Tribally-controlled Schools"

University of Washington (Seattle, Washington) Master's of Public Administration, June 1981. Thesis: "Salmon Resource Management: Contributions of Tribal Management in the Pacific Northwest"

Seattle University (Seattle, Washington) Bachelor of Arts, June 1965. Major—United States History

Papers and Publications

On the Launching Pad: Performance Measurement in the City of Seattle, Paper presented to American Evaluation Association, 1994 Annual Meeting, Boston, MA.

Stakeholder Evaluation in Tribally Controlled Schools, Paper presented to the American Evaluation Association, 1994 Annual Meeting, Boston, MA.

Lessons From Maine, *Harvard Educational Review*, Vol. 62, No. 3, Cambridge, MA, 1992.

Contributing author: *Treaties on Trial*, the revision of the book *Uncommon Controversy: Fishing Rights of the Nisqually, Puyallup and Muckleshoot Tribes*, University of Washington Press, 1984.

MARIGOLD LINTON, Ph.D.*University of Kansas*

Dr. Marigold Linton, Cahuilla-Cupeno, was born and raised on the Morongo Reservation in Southern California. She received a B.A. in Psychology from UC Riverside and a Ph.D. in Experimental Psychology from UCLA. She was professor of psychology at San Diego State University and the University of Utah doing research on very long-term memory. Dr. Linton has served on the Board of Directors for the Carnegie Foundation for the Advancement of Teaching, National Indian Education Association, Society for the Advancement of Chicanos and Native Americans in Science (SACNAS) and Malki Museum (an Indian museum on the Morongo Reservation).

At Arizona State University, Dr. Linton was director of American Indian Programs; co-PI of NASA AISTEC (American Indian Science and Technology Education Consortium) and coalition leader of NSF-funded Arizona Tribal Coalition. Presently, she is Director of American Indian Outreach at the University of Kansas (KU) where she has helped obtain \$10 million in biomedical research support from the National Institutes of Health for Haskell Indian Nations University and KU students. She is Co-PI on Haskell/KU's Bridges to the Future Grant, KU's Initiative for Minority Student Development, Haskell's Research Initiative for Scientific Enhancement and KU's Institutional Research and Academic Career Development Award.

CRAIG T. LOVE, Ph.D.*Westat*

Dr. Craig Love has conducted research and studies on Native American populations, AIDS prevention and treatment and prevention of drug and alcohol abuse among prisoners. He has been the senior evaluator with seven Native American groups in a cross-site evaluation, and he consults with various tribal organizations. He has served as principal evaluator on a local Native American high-risk youth project. In addition to his position as Research Associate at the Center for Alcohol and Addictions Studies, he teaches courses in Native American studies at Brown University and is Lecturer in Psychiatry at Harvard University.

Dr. Love has served as project manager and consultant for two substance abuse treatment centers. In that capacity, he participated in writing grants, managing projects and conducting data analyses in a variety of projects including NIDA-funded AIDS outreach project for needle-using drug abusers, substance abuse treatment for incarcerated offenders and a follow-up study of treatment recipients. Dr. Love has been a consultant with the United Nations Development Program, the Washington, D.C. Police Foundation and the North Carolina Department of Corrections, among many other agencies. He just completed a project as principal investigator on a 3-year Robert Wood Johnson Foundation project testing the cost-effectiveness of drug abuse treatment in prisons. He was also principal investigator on two NIJ-funded prison treatment program evaluations and principal evaluator of a model drug court project in Massachusetts. He is also a co-principal investigator for a Center for Substance Abuse Treatment (CSAT) needs assessment of criminal justice populations.

Over the years, Dr. Love has written numerous articles on drug treatment in prisons, alcohol and drug treatment outcomes, substance abuse prevention programs in Native American communities and AIDS prevention.

EDNA AHGEAK MacLEAN, Ph.D.*Ilisagvik College*

Dr. Edna Ahgeak MacLean became President of Ilisagvik College in July 1995. Dr. MacLean received her Ph.D. in Education from Stanford University and obtained her M.A. in Bilingual Education from the University of Washington. Dr. MacLean also did graduate study in Greenlandic Eskimo at Aarhus University and she received her teaching credentials at the University of California, Berkeley. While at the University of Alaska, Fairbanks, Dr. MacLean was awarded tenure and promoted to Associate Professor of Ioupiak Eskimo. She was for several years the Special Assistant for Rural and Alaska Native Education to the State of Alaska Commissioner of Education.

A Native speaker of Ioupiak, Dr. MacLean has developed many documents used extensively as references and guides to the Ioupiak language and is well-known for her numerous presentations and workshops at conferences and seminars. She received the Alaska Federation of Natives Higher Education Awards for 1987 and 1995. Most recently in 1999, she received the Alaska Native Education Council Educator of the Year Award. Dr. MacLean is a Fellow of the Arctic Institute of North America, and been recognized by the Barrow City Council and the Ukpeabvik Ioupiak Corporation for her contributions in education.

CATHIE MARTIN, M.A.

U.S. Department of Education/Office of Indian Education

Cathie Martin is currently Group Leader, Office of Indian Education, in the U.S. Department of Education. Ms. Martin has been with the Office of Indian Education for 12 years, serving as a Branch Chief, Division Director, Group Leader and Assistant to the Director. Prior to joining the Department, Ms. Martin worked with the Bureau of Indian Affairs, in the U.S. Department of the Interior, at both the school level and the national level. Her educational and teaching background includes elementary education, learning disabilities and speech therapy. She is a graduate of Northeastern Oklahoma University where she earned both a Bachelor of Science and a Master's degree in Education.

GRAYSON B. NOLEY, Ph.D.*University of Oklahoma*

A member of the Choctaw Nation, Dr. Grayson Noley was born and raised in Eastern Oklahoma where he graduated from Wilburton High School. Following his honorable discharge from the U.S. Army, Dr. Noley received a Bachelor of Arts degree in music education from Southeastern Oklahoma State College. At Pennsylvania State University, he earned the Master of Education and the Doctor of Philosophy in Educational Administration.

Dr. Noley presently is Chair and Associate Professor of Educational Leadership and Policy Studies at the University of Oklahoma (OU). Prior to coming to OU, he was an Associate Professor at Arizona State University (ASU) and an Interim Associate Dean in the College of Education. He also was Coordinator of ASU's White Mountain Apache Teacher Education initiative, Interim Director of ASU's Center for Indian Education, Director of Tribal Leadership for the 21st Century and initiated the Navajo Principal's Preparation Program.

Dr. Noley began his career in education as a high school band director in Coalgate, Oklahoma. Following that he served as a Talent Search coordinator and assistant director for Oklahomans for Indian Opportunity in Norman, project director for Oklahoma University's Upward Bound program, director of Penn State's American Indian Leadership Program, Assistant Professor of Education at Penn State and Director of the Cherokee Nation's Education Department where he was responsible for oversight of Talking Leaves Job Corps, Sequoyah High School, Cherokee Nation Head Start, Higher Education, Adult Education and the JO'M contract. His work experiences, including his research and publication efforts, consistently have focused on the education of American Indians.

Named a fellow by the Kellogg Foundation's National Fellowship Program, Dr. Noley also was honored as a distinguished scholar by the Standing Committee on the Role and Status of Minority Research and Development of the American Educational Research Association. His pursuits in education have led him to nearly every state in the United States, Belgium, Canada, Germany, Ireland, Peru, Nicaragua, Malaysia, Mexico, the Netherlands and the People's Republic of China.

Dr. Noley has published a number of journal articles and book chapters on the status of American Indian education. Most recently he published articles entitled *Enlightenment ideals, moral philosophy, and Indian civility: The views of Benjamin Rush and Thomas Jefferson and the effect of enlightenment thinking and early nineteenth century imagery on twentieth century views of American Indians*. His previous research has focused on the history of American Indian education, teenage alcohol abuse, the quality of life in BIA off-reservation boarding schools and the need for American Indian school administrators, teachers and professors.

CLIFTON A. POODRY, Ph.D.*National Institutes of Health*

Dr. Clifton A. Poodry is the Director of the Minority Opportunities in Research (MORE) Division at the National Institute for General Medical Sciences (NIGMS), National Institutes of Health (NIH). He is responsible for developing and implementing NIGMS policies and plans for minority research and research training programs. He also serves as a liaison between NIGMS and NIH, other federal agencies and the scientific community.

Prior to assuming this position in April of 1994, Dr. Poodry had been a Professor of Biology at the University of California, Santa Cruz where he also served in several administrative capacities. As a professor, Dr. Poodry was involved with minority student development through the NIH-sponsored Minority Biomedical Research Support (MBRS) and Minority Access to Research Careers (MARC) Programs. Over the years, he also served on the NIH review committees for both programs.

Dr. Poodry has received and directed grants from several agencies, including the National Institutes of Health, National Science Foundation and the Office of Naval Research. He was the Principal Investigator on a grant for undergraduate biological sciences from the Howard Hughes Medical Institute. He was for many years a faculty participant and advisory board member for the Headlands Indian Health Careers Program of the University of Oklahoma. Among the many Boards he has served on are the Boards of Directors of the American Indian Science and Engineering Society, the Society for the Advancement of Chicanos and Native Americans in Science, and the Advisory Committee on Minority Science Education of the American Association for the Advancement of Science. Dr. Poodry is also a founding member of Openmind, an association for the achievement of cultural diversity in higher education.

Dr. Poodry is a native of Tonawanda Seneca Indian Reservation in Western New York. He earned both a B.A. and an M.A. in Biology at the State University of New York at Buffalo, and received a Ph.D. in Biology from Case Western Reserve University. He was the 1995 recipient of the Ely S. Parker Award from the American Indian Science and Engineering Society for contributions in science and service to the American Indian community. In 1999 the State University of New York awarded him an honorary Doctor of Science for his contributions in science and to the inclusion of minorities in research careers.

FLORALINE I. STEVENS, Ed.D.*Floraline Stevens and Associates*

Dr. Floraline I. Stevens received her Bachelor of Science degree from the University of Southern California and Master of Education and Doctor of Education degrees from the University of California, Los Angeles (UCLA). She held the following positions in the Los Angeles Unified School District (LAUSD): teacher, evaluation specialist, testing coordinator, assistant director for research and evaluation and director of research and evaluation from 1979 to 1994. She was the 1991-92 American Educational Research Association's Senior Research Fellow at the National Center for Education Statistics (NCES), U.S. Department of Education in Washington, DC; and from 1992-94 was a Program Director at the National Science Foundation, Division of Research, Evaluation and Communication.

Dr. Stevens retired from LAUSD in 1994 and currently serves as an independent evaluation and research consultant. Also, Dr. Stevens is a research associate at Temple University's Laboratory for Student Success (LSS), Mid-Atlantic Regional Educational Research Laboratory. She serves on several evaluation advisory committees including ones for the U.S. Department of Education and National Education Association. She is a former vice-president for Division H (School Evaluation and Program Development), American Educational Research Association and is the chair-designate of the Research into Practice Committee.

KAREN R. SUAGEE*U.S. Department of Education*

Karen Suagee has worked at the At Risk Institute in the Office of Educational Research and Improvement (OERI) since 1995. Her work focuses on initiatives and projects related to the research and information needs of American Indian/Alaska Native (AI/AN), second language and rural populations. Ms. Suagee is primarily responsible for four areas:

1. Monitoring of American Indian, diversity and language projects under the CREDE Research Center (U.C., Santa Cruz) and the OERI Field Initiated Education Research Grant Program;
2. Participation in an AI/AN Research Working Group (established in furtherance of Executive Order 13096) since August 1999, to develop an AI/AN federal research agenda and a series of activities (i.e., national study, national surveys, grant competition, etc.) to implement the agenda;
3. Coordination of a new research grant program (FY 2001 AI/AN Education Research Grant Program) since January 2001, including proposed and final priorities, grant application development, grant competition, award, monitoring and technical assistance/project director meeting; and
4. Managing a task (ERIC/CRESS) to develop and maintain a web site devoted to AI/AN educational research (www.indianeduresearch.net) since August 2000.

From 1991 to 1995, Ms. Suagee worked in the Strengthening Institutions Program (Title III) in the Office of Postsecondary Education (OPE). She was primarily responsible for monitoring performance of grantees—including all tribal college grantees—and providing technical assistance via annual conference presentations and on-site visits. She also conducted annual tribal college meetings. Other duties included pre-award application review/funding recommendations and assistance with development and presentation of annual Title III conference. (Note: Title III supported 500 or so grantees annually. Pre-award review was a major activity in the grant cycle.)

From 1989 to 1991 in the Indian Vocational Education Program in the Office of Vocational and Adult Education (OVAE), Ms. Suagee was co-program manager, monitored grants, provided technical assistance and served as staff support for quarterly OVAE-sponsored intra-departmental AI/AN Education Coordinating Committee.

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